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ABSTRACT

This paper describes the frustration with the lack student involvement in classroom discussions regarding significant issues of the California State History Social Science Standards, specifically on politics and media. The initial use of a discussion board produced disappointing results. Very few students participated and their responses did not reveal significant insight or thought regarding the topic. However, the implementation of discussion boards using support tools to help the students guide their thinking and design their responses increased both the level and quality of student involvement when discussing the pro and con arguments of NAFTA. An appendix includes the discussion board form, sample postings on a different topic, and rubric for discussion boards. (Author)

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The Adventure of the Discussion Board

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Abstract

The article describes the frustration with the lack student involvement in classroom discussions regarding significant issues of the California State History Social Science Standards specifically on politics and media. The initial use of a discussion board produced disappointing results. Very few students participated and their responses did not reveal significant insight or thought regarding the topic. However, the implementation of discussion boards using support tools to help the students guide their thinking and design their responses increased both the level and quality of student involvement when discussing the pro and con arguments of NAFTA.

Assumptions

Six years ago I worked with a team of teachers who successfully wrote a grant to create interdisciplinary classes linking literature and social science. An integral part of the proposal was the integration of technology into the curriculum. Therefore, a network of 52 computers in four classrooms servicing approximately 250 students in the 10th, 11th and 12th grades was designed. Each room had Internet access, and a networked scanner, camera and printer. Knowing very little about computers except word processing and the resource of the Internet, the six teachers in the team realized that now the daunting task was to create rigorous and challenging curriculum using the "new" tool we had at our disposal. As the grant paid for teacher planning time, the team developed essential questions to guide the development of the curriculum.

- How can the curriculum be student-centered as opposed to teacher-centered?
- How can the students demonstrate their learning in "real-world" projects?
- How can students SUCCESSFULLY collaborate in cooperative activities?
- How can we involve students in more rigorous academic pursuits?
- How can we help students see the connections between disciplines?
- How can technology help us achieve answers to the other guiding questions?
- What skills, both academic and technological, will be developed at the 10th, 11th, and 12th grades to create a spiraling curriculum that will continue to reinforce previous skills and challenge the students' greater achievement?
- In addition, when we began to create learning activities using technology we asked, "Why does the integration of technology make this activity a more powerful learning experience than more traditional strategies?" We wanted to avoid lots of flash with no substance.

We definitely made mistakes, and some of the early projects are no longer included in our program. However, the questions guided us well as we developed portfolio projects,

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Oral Presentations supported by PowerPoint, Virtual Museums, and Internet-based research projects. In the process, I became a technology lead teacher, with a paid preparation period to work with any teacher who wanted help integrating technology as the new Digital High School grant was being implemented at my site.

Problems

I teach in a blocked class of 60 seniors who chose the class because they are attracted by the integration of technology into the curriculum and the interdisciplinary teaching methods. British Literature and Government and Economics are taught together in thematic units so students are frequently challenged to draw conclusions linking the two disciplines. Yet, as I considered the essential questions above, I realized that in the typical classroom discussion, I was actually involving about five to ten students in a lively discussion. Furthermore, I was primarily asking questions of them. They were responding with answers they knew I wanted to hear and occasionally asking me some questions in return. The other 45 to 50 students in the class sat quietly but never entered the discussion or actually pondered the issue being discussed. If I offered "points" I would have a few more students respond but most seemed rather happy and relieved that other more diligent souls were thinking and responding for them. Even more depressing was the fact that the students in my class who were English Language Learners *never* chose to participate in the open forum of the classroom discussion. Therefore, I struggled with the question, "How do I get ALL students, and especially ELL students, engaged in the discussion, wrestling with important issues or concepts?"

I believed that a discussion board might create greater and more thoughtful participation. In a discussion board, one person posts a topic, either in the form of a question or a statement. These statements are called threads. Participants read and reply to the threads and then later return to the board to read other participant's replies and respond to the new posts. Thus, the discussion ensues. Using my Blackboard.com site, an online classroom environment, I developed a discussion board where I posted four threads to which the students were directed to respond. I established a due date when all of the postings should be completed. In addition, I designed a scoring rubric with descriptions of quality responses for the entries, stressing the importance of insight and supporting evidence. Each afternoon I would read current postings, make a note of the content and share general feedback with the students as a whole at the beginning of class the next day. I was not pleased with the results. Only six students posted the first week the discussion board was open. Working under the typical mentality of procrastinating teenagers, most waited until the last minute. The majority only responded to my threads with very little discussion generated. Of the seven ELL students in my class, four responded, but only two responded to all four threads. Two of the ELL students' responses were honest attempts to respond to the threads but the responses did not make much sense due to their lack of English skills. Statements such as "***what people say of the Internet and the democracy and the votes and what people say that they look at in the Internet of Goverment and Democracy"*** were posted when students were to respond pro or con to the thread which stated "***Although the Internet's lack of control introduces great risks, especially for children, it is this freedom that increases the Internet's use as a tool for democracy."***

There were only 97 total responses to four threads with about half of the students participating, even though it was an assignment. While this was a much greater percentage than would have been involved in a class discussion, I was still disappointed. However, I did note that some students who were reluctant to share in class did share some insightful postings. For example, one student who would literally never raise her hand in class to participate in a discussion wrote in response to the same thread above, ***The Internet does lack control and can introduce great risks for children but it is the parents responcability to shelter their children from inappropriate materal. There are programs that parents and imployers can by to block inappropriate material. Becides the Interent is a great scorce for information. In seconds anyone with Internet access can find anything. Like a picture of the Constitution or the Magna Carta. With the continual growth of the Internet people in other countries can see how our democratic nation functions. And with this information it may change people's views of how their own country runs things. The Internet is also a way for people to speek freely with little or no control from the government. This is a good and a bad thing. Some believe that the government should not be able to control what is shown or written on the Internet, because it is a violation of their first amendment right to freedom of speech, and it would be a violation of their fourth amendment right of search and seizure. While others argue that people should let the government control the Internet for security purposes and therefore it would be better for everyone.*** (Misspellings in the posting have not been corrected.) While there are some errors both in the argument and the grammar and spelling, this student was going through a thinking process, synthesizing content learned from class, the text and Internet resources. Nevertheless, there was only "discussion" between my best students, those that would have done the same in class. For example, one student posted ***I agree that the freedoms of the internet pose a great risk when dealing with the credibility of websites, but it is that freedom which allows the internet to contain a wide variety of opinions from all different types of people. It is important for the false information to be seen so that the information can be addressed and the politicians can see how the public reacts to their actions.***
Another student replied, ***ultimately, the Internet has demonstrated many promising avenues towards the expansion of worldwide communication. Approximately thirty-five million americans presently use the internet. The internet could be utilized to help increase the voting participation in America. The internet could be used as an outlet for recruiting voters and debating viewpoints on political issues. The internet provides a place where everyone's voice has the right to be heard. By having the opportunity to hear the opinions of people from "different walks of life", it enables the common citizens to have a broader understanding on the issues and needs of the community. In a democracy, the people have the ultimate political authority. Now it is the people's obligation to use their authority wisely. By obtaining knowledge on what the community needs and what is best for our country, the people can then make decisions on bettering our society. Therefore, the internet is an excellent place for hearing the opinions of people from different places, backgrounds, age levels, etc.***

Proposed Solution

While some of these responses were encouraging, I abandoned the discussion board because the results were not what I had hoped. However, while participating in the TRIP

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project (Teacher Researcher Initiative Project) at UCLA, I was introduced to Dr. Bob Bain from the University of Michigan. Dr. Bain discussed the concept of creating "tools" to support the thinking process of students, assisting them to complete tasks they would be unable to successfully complete on their own. I then realized that while I had provided the ***forum*** for students to participate, I had not provided the ***support structure*** for the ***thinking process*** required for this type of activity. Therefore, I began the plan to revisit the discussion board as a learning tool, creating the appropriate supports for the students.

1. I recognized the learning activity must assist students in the acquisition of content and critical thinking skills as outlined by the California State History Social Science Standards. As I examined the standards, I was searching for a topic for which students would be required to assume a particular viewpoint. The California standards require the integration of analysis skills into the content. Particularly, I wanted to focus on helping students to "understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions" (Schools np). Hence, an online debate regarding the effects of free trade zones, specifically NAFTA, seemed ideal.
2. I provided a **graphic organizer** for the students to organize background knowledge about free trade vs. protectionism for their textbook reading.
3. I designed the discussion board **Planning Log** (see appendix) to assist the students to formulate their thinking ***before*** they posted. The **Planning Log** included
   a. clear directions explaining the concept of the discussion board, especially pointing out that a successful discussion board requires students to post and check back regularly in order for the ***discussion*** to occur. Therefore, students could not all wait until the night before the postings were due to post. (Their class calendar then provided guideline dates when students should post to the four threads.) Providing this schedule prevented procrastination while allowing flexibility.
   b. directions explaining the process of navigating the threaded discussion board.
   c. Internet sites to use as a resource which had strong viewpoints or provided evidence regarding NAFTA or free trade. The sites were designed to show the students the variety of viewpoints from a displaced worker, labor unions, a university site providing statistical data and a simple online encyclopedia video clip of President Clinton's comment regarding NAFTA. The students were directed to go to the sites in the order given above, starting with the most emotional response, moving toward more analytical responses, and finally to the video clip of the president. I realized if I would have sent them to the University of Texas site first, students would have been overwhelmed with the data and probably would have not participated. By engaging them emotionally first, they were more willing to tackle the more difficult resources. The order of the resources became a support mechanism itself to enhance student involvement.
   d. directions of the location of the most pertinent data to consider at each website so that the students did not suffer from "info-glut."
   e. a place to write the thread topic.

f. a place to write a summation of the thread detail.
g. a place to plan the student's response
h. a place to list the textual evidence used to support the response either from the text reading, from the website provided, or from the student's own Internet research.
i. instructions to avoid pronouns in order to provide the clearest responses.

After completing this log entry (which in essence "forced the issue" of thinking through the student's thread reply) the student then posted the response.
(In the future I plan to refine this activity by making the log larger, providing more room for planning. Except for the most talented students in my class, students stopped thinking about the subject when they ran out of room on the planning guide!)

4. I also provided the students with sample postings on another topic as a model. In class we pointed out to the students the nature of these thread responses. The samples also served to show students how to appropriately respond to another student's response. However, I need to add to the planning log transitional response guides to assist the students to link to the threads and thread responses as opposed to just making an unconnected statement. Transitional response guides might include, "While I understand your viewpoint regarding _____(*summarize the viewpoint in the blank*), I think you should also consider _____(*describe the data you believe needs to be considered and why*)." Another guide response would be, "In your response you stated _____(*summarize the statement*), but I disagree with you because _____ (*provide the opinion supported by evidence in the blank*).
5. I provided the students with a revised scoring rubric. The new rubric not only included descriptors of the quality of the responses, but also included the number of postings required of that quality in order to be awarded that score. This was included to encourage students not only to respond to my initial threads but also to respond to each other.
6. I planned to read the postings each afternoon and respond to each student personally.
7. I required each student to turn in the Planning Log. The responses recorded in the Planning Log were the ones that would be scored using the rubric. Therefore, students could not skip the planning process and just "post."

Analysis of Results

With these new student support tools, I began a discussion board on the Pros and Cons of NAFTA. These structural supports radically changed the results for the new discussion board. First of all, there was much greater student participation. There were 240 responses to four major threads. I had almost 100 % participation in the boards.
By responding each afternoon to the postings the students made the previous day, I was able to ascertain a student's level of understanding of that particular subject and provide immediate feedback. For some of the students who were not as apt to participate in a class discussion, I often would not know that they did not understand a concept until I was grading a major project, essay or test. Now I understood where the students needed help and redirected their thinking, clearing up misconceptions before the final

assessment. For example, some students provided responses which led me to believe they thought NAFTA was a *company* sending jobs to Mexico.

Through the discussion boards, I was able to develop a rapport with more reserved students that would never have had an open discussion with me either in a class discussion setting or even after class or at lunch. I announced to all of the students that I would play the devil's advocate, challenging their viewpoints and supporting evidence no matter which side they took. This encouraged them to revisit their postings and see what Mr. Davis had said. This enhanced student participation and thoughtfulness.

While students did attempt to wrestle with the ideas presented them, the postings were not always sophisticated, sometimes lacking insight and sometimes "borrowing" too heavily from a source. For example, one student did not actually defend a viewpoint but simply shared an excerpt from as article when he posted, ***The other firms' NAFTA job creation numbers were not impressive. TRANSMEX/USA, Inc., a transportation logistics management service in Hickory Hills, Illinois, claims to have created 10 new U.S. jobs due to their increased business with Mexico. It is worth noting that the company adamantly maintains that their increased business with Mexico would have occurred with or without NAFTA. Kronos, a producer of titanium dioxide in Highstown New Jersey, claims to have created "about twenty" new U.S. jobs due to their increased business with Mexico since NAFTA.*** This is only about one third of the excerpt he included. To prevent the submission of evidence without creating a viewpoint, next time I will instruct the students to place textual evidence in quotation marks or add lengthy evidence from the Internet as an attachment.

Despite these drawbacks, more students examined the material, planned a response and took part in the discussion than had ever happened with other class activities. Most of the students' postings revealed they had clearly read the required material, drawn some conclusions and offered evidence to support these conclusions. The postings of the two ELL students with extremely low English skills still did not make sense ***but*** they posted regularly. They ***participated*** and I could ***immediately*** understand what they did ***not*** understand and provide appropriate assistance. Their Planning Logs also helped me to evaluate the thinking process they used to reach their conclusions.

After the first two threads, students began to develop their ***own*** threads responding to details of the original topic with statements such as, **What about all the workers?** Then, using the information from the text and the websites in the Planning Log the student posted ***One major point that we are forgetting when it comes to NAFTA are the workers standard of living. With the opportunity for businesses to move to Mexico where they can pay less wages, have poor working conditions, and not abide [by] strict labor & union laws, they hold something over the heads of workers. Business owners can now take advantage of workers because they have what the workers need, money and employment. If business owners are dissatisfied with their employees, they can just pick up and go to Mexico with no consequence.***

As the activity was drawing to a close, I was excited to note twenty-two original threads created by the students including topics such as

- **Is NAFTA fair?**
- **What about all the workers?**
- **Ignoring worker's Rights**
- **Is NAFTA safer than protectism**

- **Free Trade vs. Protectionism**
- **Why is mr. davis making us do this assignment?**

I had not directed them to post their own threads. However, this is where much of the ***discussion*** occurred. In fact, I could not respond individually to the number of postings. In two days there were more than 70 postings. The debate "heated up." At this time, I had to just read the responses and discuss the overall nature of their arguments. How lively and exciting this class time was! I was able to come to my students and share my excitement about the fact that they were taking the responsibility for their own learning, wrestling, each student at his/her individual capability with a current controversial subject. One original thread posted by a student (who was often absent or tried to sleep in class) was **Thread to end all threads: IN CONCLUSION, I THINK WE CAN ALL AGREE THAT NAFTA IS NOT A GOOD IDEA. NAFTA IS CAUSING THE U.S. UNEMPLOYMENT LINES TO GET LONGER AS I SAID BEFORE. WORKERS ARE BEING TREATED UNFAIRLY AND LOOK PASSED AS RYAN AND MELINDA STATED IN THE THREAD "IGNORING WORKERS RIGHTS". AND I BELIEVE MR. DAVIS WAS TRYING TO CHANGE OUR MINDS ABOUT NAFTA BY THROWING THAT LITTLE GRAPH, BUT ALL THAT SHOWED ME WAS MONEY AND THE BOOM BUSINESSES WERE TAKING INSTEAD OF OUR COUNTRY. NAFTA IS JUS A BIG RIP OFF. IT MAY BE A CONSPERICY IN ITSELF AS WELL. I WONDER IF THE BIG COMPANIES ARE GIVING ANY MONEY TO THE GOVERNMENT? BECAUSE YOU KNOW THE GOVERNMENT HAS TO BE TRYING TO BENEFIT SO WAY FROM THIS. THIS IS THE UNITED STATES GOVERNMENT WE'RE TALKIN ABOUT HERE. THEY ALWAYS GOT SOMETHING UP THEIRE SLEEVES.** (Capitalization is student's) When I read his posting, I knew he had finally awakened! The post was not exactly the most persuasive argument or thoughtful conclusion. Nevertheless, one of my ELL students replied, **I don't think that Mr. Davis was trying to change our minds about NAFTA, but more to use our minds to make our own judgement and to see the pros and cons of NAFTA. All in all, I do agree with you in the aspect that NAFTA isn't doing much for the economy or for the American people. It's more just to benefit the businesses.** This statement, along with others, helped me to realize that while the discussion board had not produced flawless understanding or arguments, students were researching viewpoints, participating in discussions and giving and receiving feedback from both fellow students and me. The discussion board was a part of the journey to a better understanding of the complexity of the topic. I was gratified with the results of this second attempt at using the discussion board as an instructional tool. With the revision noted earlier, I plan to revisit this strategy next year.

Appendix

The Challenge and Adventure of the Discussion Board

The **Discussion Board** allows the opportunity for ALL students to participate in an intelligent, professional conversation about viable topics. In a traditional classroom setting, this conversation would be the domain of a few uninhibited, extroverted, or "quick-thinking" students. However, "quick-thinking" is not always the best thinking. The evaluation of significant ideas takes careful thought and requires evidence to support the arguments. Furthermore, some students have relied on other students to "carry the thinking load" for them, rarely engaged in thought provoking discussions themselves. The **Discussion Board** *requires* that *all* students participate.

PLANNING LOG

This type of professional conversation, either virtually or face to face, where ideas are probed and examined will be crucial in both the career and college arenas.

For a discussion board, you will need to take a position and support your argument with evidence. You may agree or disagree with the posting OR offer an alternative interpretation. Just remember to SUPPORT your argument with EVIDENCE.

The evidence can be found in the text readings, the online readings OR if you are really ambitious, your own research! You will use the following form to plan your postings and keep a log.

To begin your "Blackboard.com" Discussion you must access the CARTA 12 class at Blackboard.com.

- *From home or DHS computers*: Access the Internet. Then type in http://blackboard.mvusd.k12.ca.us Then go to the CARTA12 site.
- *These directions are in Assignments, where the links are live.* You do not have to type them in
- Then, click on **Communication**.
- Then, click on **Discussion Board**

Overall Topic International Trade

- Free Trade or Trade Restrictions. BEFORE posting read pages ___ to ___ in the textbook
- Read the article at http://stopftaa.org/info/info_publiccitizen.html
- What does the author of the article believe about NAFTA and the FTAA? What is the evidence that the author claims is the reason for these beliefs?
- _____
- _____
- How would the authors of the text respond? (Support your answer by quoting textual evidence)
- _____
- _____
  - **Discussion Thread One OR Response to DT#1**: (list the thread or response)
  - _____
    _____
    - Discussion Leader: _____
    - Plan your response in the space below
    - Write your discussion response generalization or judgment:
    - Your "textual" evidence either from the text or article.

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- Free Trade or Trade Restrictions. BEFORE posting read pages ___ to ___ in the textbook.
- Read the article at http://www.aflcio.org/news/2001/0419_ftaa.htm

- What does the author of the article believe about NAFTA? What is the evidence provided for these beliefs?
- _____
- _____
- How would the authors of the text respond? (Support your answer by quoting textual evidence)
- _____
  _____

  - **Discussion Thread Two OR Response to DT#2**: (list the thread or response)
  - http://www.aboutglobalization.com/
  - _____
    _____

    - Discussion Leader:_____
    - Plan your response in the space below
    - Your Discussion response generalization or judgment:

    - Your "textual" evidence either from the reading or news events.

- Free Trade or Trade Restrictions. BEFORE posting read pages ___ to ___.

- Read the article at http://www.citizen.org/pctrade/nafta/reports/jobs97.htm Read down only to the part of the article discussing Zenith's partial compliance to create new jobs.
- What does the author of the article believer about NAFTA creating new jobs? Why?
- _____
- _____
- How would the authors of the text respond? (Support your answer by quoting textual evidence)
- _____
- _____

- **Discussion Thread Three OR Response to DT#3**: (list the thread or response)
- _____
_____
  - Discussion Leader:_____
  - Plan your response in the space below
  - Your Discussion response generalization or judgment:

  - Your "textual" evidence either from the reading.

- Free Trade or Trade Restrictions. BEFORE posting read pages ___ to ___.

- Examine the graph at http://lanic.utexas.edu/cswht/tradeindex/
- What does the article and data seem to reveal about NAFTA's benefits for trade and the economy? Why?
- _____
- _____
  _
- How would one of authors of the previous two articles respond? (Support your answer by quoting textual evidence)
- _____
- _____
  - **Discussion Thread Four OR Response to DT#4**: (list the thread or response)
  - _____
    _____
    - Discussion Leader:_____
    - Plan your response in the space below
    - Your Discussion response generalization or judgment:

    - Your "textual" evidence either from the reading.

- Free Trade or Trade Restrictions. BEFORE posting read pages ___ to ___.
- Listen to President Clinton's speech (or read the transcript—scroll down) http://encarta.msn.com/find/MediaMax.asp?pg=3&ti=761579853&idx=461519503
- What did President Clinton believe about NAFTA's benefits for trade and the economy? Why?
- _____
- _____
  _
- What support would you find for this belief in the University of Texas site? (Support your answer by quoting textual evidence)

- _____
- _____
  - **Discussion Thread Four OR Response to DT#5**: (list the thread or response)
  - _____
    _____
    - Discussion Leader:_____
    - Plan your response in the space below
    - Your Discussion response generalization or judgment:

    - Your "textual" evidence either from the reading.

INSTRUCTIONS FOR

- ✓ Click on the Thread shown in red.
- ✓ Click on **RE: Reply** just underneath the **Message.**
- ✓ Type in the **Subject** by analyzing the key words in the question.
- ✓ In the **Body Box**, type in your response that you have planned. You *always* explain WHY you have made that statement with EVIDENCE. (Avoid beginning your answer with statements such as "Well, I think or "In my opinion")
- ✓ Then, scroll down and click on **Post Message**.
- ✓ Remember, you do NOT have to respond to the main thread but to a response. You must be courteous and professional or you will get a ZERO.
- ✓ To do this, scroll down to **Thread Detail:** you will see other responses and can reply to them.
- ✓ Continue to revisit the different postings and add your significant *documented* insights while building upon the other student's answers. *Just listing data from your text WITHOUT a generalization will not fulfill this activity's requirements.* SEE RUBRIC.
- ✓ **REMINDER: This is a professional forum for the exchange of important ideas supported by evidence. You must post relevant, significant data at all four sites. DO NOT post greetings or other messages of any sort.**

SAMPLE POSTINGS on a different topic:

Subject: The Great Depression's Effect on the American Family
Thread: How was the Great Depression's effect on the American family reflected in the literature about the period?
In the play, Tennessee Williams paints the ultimate picture of the dysfunctional family. For example, the daughter Laura has not just been crippled physically by her disease, but has been crippled emotionally due to the father's abandonment of the family and her mother's own inability to realistically cope.

Reply to post: The role model that Laura had from her mother was to escape into the past. Amanda escapes to her girlhood in Blue Mountain as evidenced by her "beau" stories and the dress she wears when the "gentlemen caller" for Laura comes to dinner.

Reply to post: Laura follows her mother's lead by escaping into the records left by her father, and her glass menagerie.

Reply to post: Tom also follows his mother when he escapes to the movies. But his father has had an even greater impact on Tom. Tom drinks, as learned from his conversation with Laura in Scene 4 and will ultimately try to escape completely by doing just what his father did, abandon the family.

Rubric for Discussion Boards

A

- Student clearly and directly addresses all posted topics.
- Student responses are thorough, yet concise, revealing insightful analysis and/or critical thinking.
- Student supports responses with relevant and specific textual evidence.
- Student posts a minimum of 10 times responding both to the initial thread and another student.

B

- Student clearly addresses all posted topics.
- Student responses are complete, yet concise, revealing some analysis and/or critical thinking.
- Student supports responses with specific textual evidence.
- Student posts 8 times responding both to the initial thread and another student.

C

- Student addresses all or most posted topics but not less than 3.
- Student responses are complete but show little evidence of analysis and/or critical thinking or may just share textual evidence without drawing generalizations or judgment.
- Student supports responses with textual evidence though may rely solely on generalizations or blanket statements.
- Student posts 5 times responding to the initial thread.

Does not meet Standard—no credit

- Student addresses all, most or some posted topics.
- Student responses are incomplete and/or literal, relying on generalization without relevant evidence.
- Student attempts to support responses with some evidence. May be sporadic or simply a list without establishing relevancy.
- Student posts less than 5 times or postings are inadequately developed as described above.

Does not meet Standard—no credit

- Student addresses all, most or some posted topics.
- Student responses indicate lack of preparation or effort and/or lack of understanding of the requirements of the assignment.
- Student may or may not support responses or offers "blanket statements" or data without establishing relevancy.
- Student posts less than 4 times or postings are inadequately developed as described above

Works Cited

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Key Words

Discussion Board
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Planning guide
Classroom discussions
English Language Learners

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